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ABSTRACT

Based on reports generated by the Michigan office of the Project on Equal Education Rights (PEER), this report documents how schools in Michigan perpetuate sex bias/discrimination, and describes what is being done to encourage sex equity. The report also examines the extent of school compliance with Title IX (Education Amendments of 1972), which prohibits sex discrimination in Federally funded educational programs. Some discriminatory school practices are enumerated, such as sex differential curriculum content, and differential participation in athletics, vocational courses, and science and mathematics subjects. It is pointed out that progress in encouraging sex equity in schools is hampered by lack of awareness of Title IX among educators, inadequate compliance with the legislation, little encouragement of students' interest in nontraditional courses, and pervasive occupational sex role stereotypes in education. The report also discusses a PEER project that explored how communities might participate in removing barriers to equal opportunities for boys and girls in Michigan schools. Descriptions are provided of the 12 communities involved in the project, factors that contributed to successful community involvement, and steps that school districts have taken to eliminate sex discrimination. Finally, recommendations and a plan of action for sex equity in Michigan schools are presented. (MJL)

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YOU SEE THE CAT WALKING...

BUT THAT'S NOT HOW IT CATCHES MICE."
—SOUTH AMERICAN FOLK SAYING

A REPORT ON THE FINDINGS OF THE MICHIGAN PROJECT ON EQUAL EDUCATION RIGHTS

BY
ELIZABETH H. GIESE
DECEMBER 1980
MILFORD, MICHIGAN

Project on Equal Education Rights

Peer

a project of the NOW Legal Defense and Education Fund

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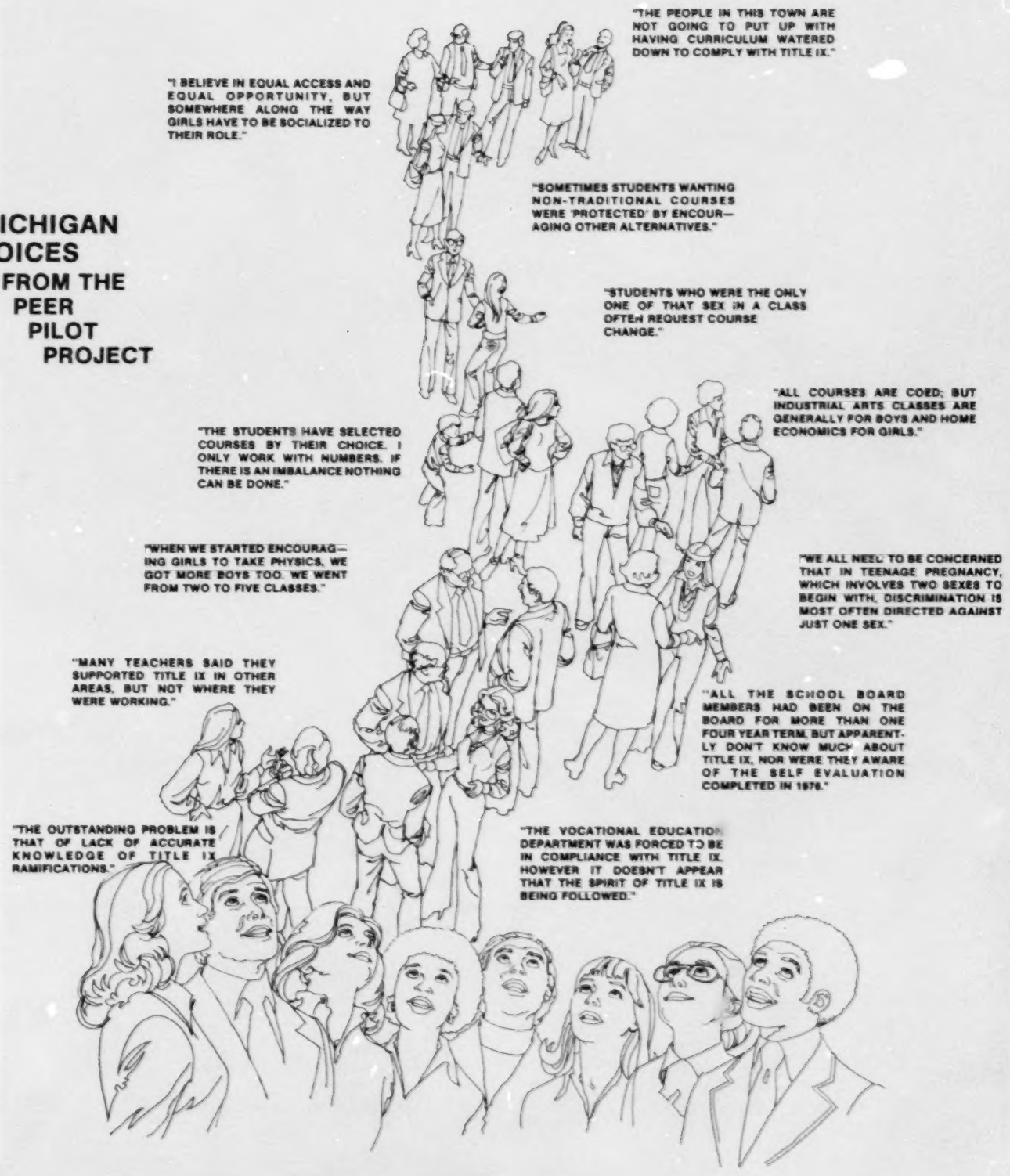
MICHIGAN VOICES FROM THE PEER PILOT PROJECT


"THE PEOPLE IN THIS TOWN ARE NOT GOING TO PUT UP WITH HAVING CURRICULUM WATERED DOWN TO COMPLY WITH TITLE IX."
"I BELIEVE IN EQUAL ACCESS AND EQUAL OPPORTUNITY, BUT SOMEWHERE ALONG THE WAY GIRLS HAVE TO BE SOCIALIZED TO THEIR ROLE."
"SOMETIMES STUDENTS WANTING NON-TRADITIONAL COURSES WERE 'PROTECTED' BY ENCOURAGING OTHER ALTERNATIVES."
"STUDENTS WHO WERE THE ONLY ONE OF THAT SEX IN A CLASS OFTEN REQUEST COURSE CHANGE."
"ALL COURSES ARE COED; BUT INDUSTRIAL ARTS CLASSES ARE GENERALLY FOR BOYS AND HOME ECONOMICS FOR GIRLS."
"THE STUDENTS HAVE SELECTED COURSES BY THEIR CHOICE. I ONLY WORK WITH NUMBERS. IF THERE IS AN IMBALANCE NOTHING CAN BE DONE."
"WHEN WE STARTED ENCOURAGING GIRLS TO TAKE PHYSICS, WE GOT MORE BOYS TOO. WE WENT FROM TWO TO FIVE CLASSES."
"WE ALL NEED TO BE CONCERNED THAT IN TEENAGE PREGNANCY, WHICH INVOLVES TWO SEXES TO BEGIN WITH, DISCRIMINATION IS MOST OFTEN DIRECTED AGAINST JUST ONE SEX."
"MANY TEACHERS SAID THEY SUPPORTED TITLE IX IN OTHER AREAS, BUT NOT WHERE THEY WERE WORKING."
"ALL THE SCHOOL BOARD MEMBERS HAD BEEN ON THE BOARD FOR MORE THAN ONE FOUR YEAR TERM, BUT APPARENTLY DON'T KNOW MUCH ABOUT TITLE IX, NOR WERE THEY AWARE OF THE SELF EVALUATION COMPLETED IN 1976."
"THE OUTSTANDING PROBLEM IS THAT OF LACK OF ACCURATE KNOWLEDGE OF TITLE IX RAMIFICATIONS."
"THE VOCATIONAL EDUCATION DEPARTMENT WAS FORCED TO BE IN COMPLIANCE WITH TITLE IX. HOWEVER IT DOESN'T APPEAR THAT THE SPIRIT OF TITLE IX IS BEING FOLLOWED."

"YOU SEE THE CAT WALKING...

but that's not how it catches mice."
—South American Folk Saying

Sexism is like seeing a cat with a mouse: one can see the mouse it caught, but how did it happen? Like the cat walking, our schools operate as they always have, each day struggling to bring the American dream, through education, to all our children.

But the fact is we deliver a different education to individual children. And one of the invisible differences depends on whether the student is a girl or a boy. This difference cuts through all the known human variables of race, intelligence, handicap, language, class or culture.

How do we know this is true? How does this happen? How does this cat catch mice? Or specifically, how does sexism operate in our schools?

THE EVIDENCE IS EASY TO SPOT

It's not difficult to identify the mouse, the evidence of sexism is easy to spot once you catch on to it. For example:

Look at course enrollments. In many cases we don't even have to argue over what percentage means equity -- is it having 20, 30, 40 or 50 percent of the students of the nontraditional sex in a particular class? There are many vocational education programs, academic classes, and special education courses across the state with 90 to 100 percent enrollments of just one sex.

Look at the pay gap. Women are paid 59¢ for every dollar men make averaging out the pay of all full-time workers. There are many reasons: the concentration of women in a small number of low-paying job categories; inadequate preparation for jobs in higher paying careers; lack of promotion and opportunities for job advancement; unequal pay for comparable work. The pay gap between minority and white women is nearly closed and the trend is toward a gradual closing of the gap between minority men and white men. Contrary to what you might expect, the pay gap between women and men is getting wider. Ten years ago employed women averaged 64¢ for each dollar a man earned.

FINDING OUT HOW THE CAT CATCHES MICE IS DIFFICULT

A survey of 348 Michigan educators documented the problem of identifying how schools help perpetuate sexism. Just prior to Michigan PEER's creation in January 1979 the Expanding Vocational Education and Options (EVO) project at Western Michigan University published two reports on a study which provide us with important information. The study showed that educators (administrators, teachers, counselors and vocational education instructors) support the concept of equal education in the schools, but they do not recognize anything in their own behavior that might contribute to the problem. The study illustrates the problem of how difficult it is sometimes to find out how the cat catches the mouse.

Since January of 1979 the Project on Equal Education Rights has been looking into how sexism works in our schools. To do this it helps to sort things out by looking at sexism in two ways:

Sex Discrimination. This has to do with the law. Title IX of the Education Amendments of 1972 spells out specific things schools must do to help achieve educational opportunities in our schools for both girls and boys.

Sex Bias. This is the part that's not so easy to see -- at least at first. Sex bias is all those things we do, mostly without really thinking about it. We just assume women and men are different, not only physically, but also in their personalities, abilities and occupations. Sex stereotyping is a form of bias. It's sometimes called sex-role stereotyping. We use it when we assign certain activities, jobs, behaviors, feelings to people because they are male or female. Stereotyping of any kind limits people, takes away from their individuality and keeps them from achieving their real potential.

THE PEER PROJECT

The Project on Equal Education Rights has helped people at 12 sites across the state to look at their schools. By closely monitoring these groups' activities PEER in Washington, DC, could produce a manual based on Michigan's experience which will be used by people in other states who are concerned about sex discrimination, bias and stereotyping in our educational system.

The Michigan project has also helped all of us, parents, educators and community members, more clearly identify how sexism works in our schools. In this report we will look at some of the evidence and also try to get at the answer to how sexism operates in our educational system.

ACKNOWLEDGEMENTS

During these past 22 months Michigan PEER has helped groups at twelve sites to form, and monitored the activities of each of these groups. There are well over 250 citizens involved in the project and the groups are at various stages of project activities. We most gratefully thank them for their time, enthusiasm and dedication. The twelve sites and their local coordinators are: Big Rapids, Carolyn Cook; Bloomfield Hills, Mary Simpson; Capital Area PEER (East Lansing, Lansing, Okemos), Sally Swartz; Detroit, Terry Craighead and Nancy Ross; Grand Haven, David Mapes; Jackson, Marion Fox; Livingston County (Brighton, Howell), Sue Ericson and Susan Grimes; Marquette area (Marquette, Negaunee), Linda Rossberg and Fran Baldasari; Midland, Judy Trompeter; Mona Shores, Marilyn Rector; Novi, Kathy Mutch; and Whitehall, Sandy Dode.

It is upon the hard work of all the site members that the framework for this report is based. We would also like to thank the Superintendents and the staffs of those districts who have been under the spotlight for this project and report.

We would particularly like to thank Marilyn Steele of the Mott Foundation and Willard Hertz and Terry Saario of the Ford Foundation for their help, insight and guidance in the development of this project. We would also like to acknowledge Minnesota's Council on the Economic Status of Women for their report, Minnesota Women and Education, which was an excellent model for this report and analysis.

In a time of disillusionment about the role of government in the lives of citizens, we would like to acknowledge the wonderful cooperation and support we have received from the Michigan Department of Education and especially to acknowledge Jo Jacobs of the Office for Sex Equity in Education, whose leadership and incredible energy will leave a real mark upon the quality of education our children receive in years to come.

Finally, and most gratefully, we would like to thank Holly Knox and Lynda Weston, Director and Associate Director of the Project on Equal Education Rights in Washington, DC, who chose Michigan for the site of this pilot project, who brought together the outstanding Michigan PEER Advisory Board and whose support and assistance has been key to the project's success.

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PREFACE

Since January of 1979 the PEER pilot project has been operating in Michigan. Its goals are:

- o To end barriers to full educational opportunities for girls and boys in Michigan schools.
- o To involve parents and other citizens in analyzing the opportunities for both sexes in their local schools.
- o To create awareness among educators for the need to change educational practices.

This report presents both evidence of sexism in Michigan's educational system and information and insights into how sexism operates in our schools -- "how the cat catches mice." The extent of Title IX compliance is discussed and some of the findings of the PEER sites are highlighted.

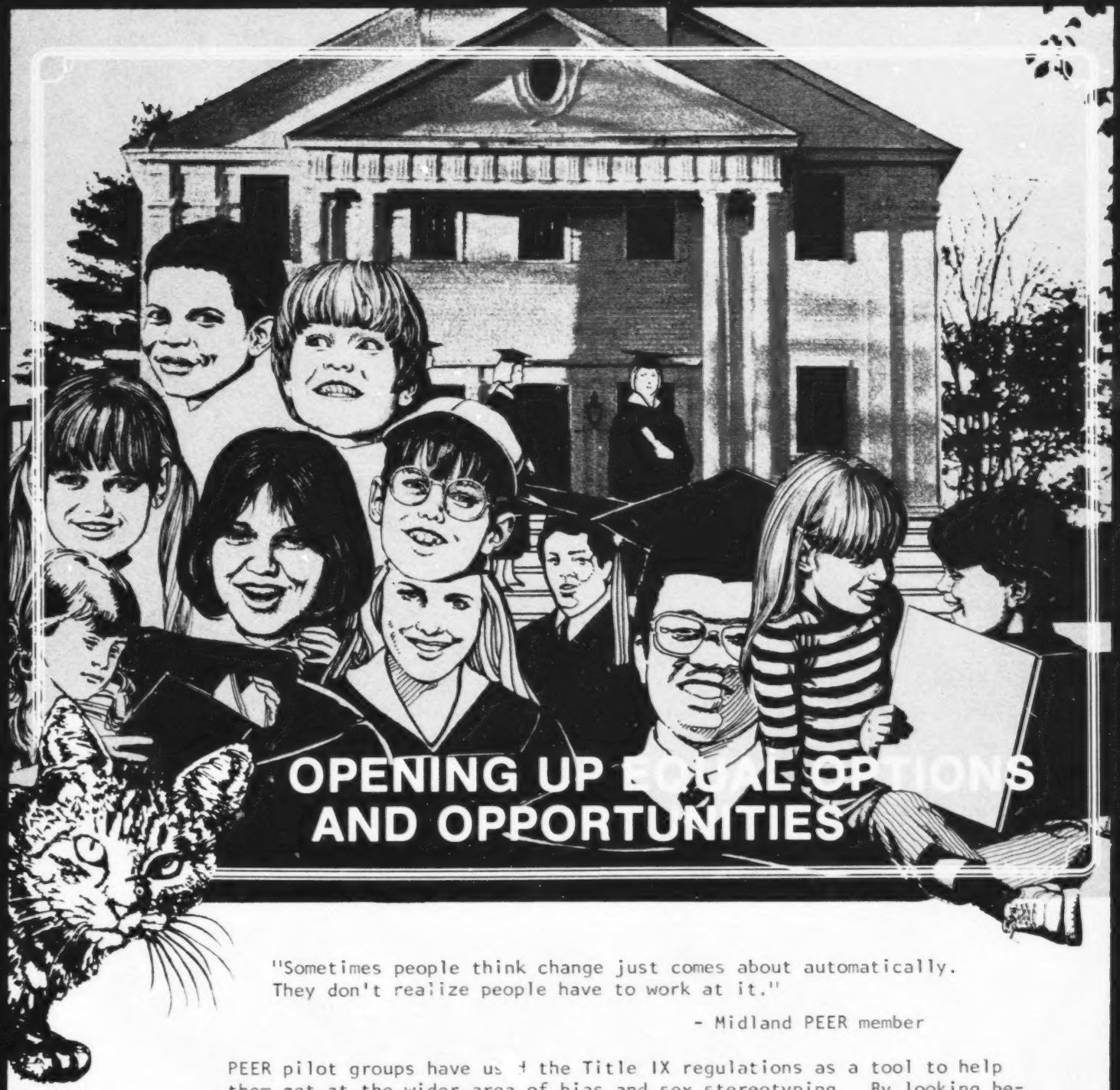
Just as it is very difficult to tell how a cat catches mice simply by watching it as it walks by, it takes very close observation of our schools to identify how sex bias and discrimination happen.

The facts gathered from course enrollments and statewide research can be likened to the mouse - or the evidence. It is often easier to produce the evidence than to understand how sexism occurs. This is because most of us do not consciously set out to limit the options and opportunities of either girls or boys.

While all districts seemed to be taking on some activities specifically aimed at sex bias and stereotyping, none were found to be in complete compliance with Title IX, the law which states:

> "No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance."

The amount of time, energy and commitment to eliminating and preventing sex bias and discrimination varies widely from school district to district and from community to community. Our recommendations on how this process might be speeded up may be found at the end of this report.



OPENING UP EQUAL OPTIONS AND OPPORTUNITIES

"Sometimes people think change just comes about automatically. They don't realize people have to work at it."

- Midland PEER member

PEER pilot groups have used the Title IX regulations as a tool to help them get at the wider area of bias and sex stereotyping. By looking beyond Title IX we hope to avoid getting into a "compliance mentality," doing just as little as possible to get by legally. We want to keep in mind how ridding our schools of sex bias and discrimination can help widen the options and opportunities of each individual student. And sex affirmative education will solve other problems in education such as problems of discipline, loss of academic performance, and loss of talent where students are channeled away from developing inherent abilities. We use Title IX to help us get at how the cat catches the mouse.

Here are some of the things reported to PEER by parents, teachers and community members during this study. These are examples of things going on every day in classrooms and school systems across the state.

►The kindergarten children line up in two lines; boys stand on the blue feet on the floor and the girls stand on the pink feet.
Okemos

►The children came in and immediately sat down in two rows, one boys and one girls. They were divided for the game by a numbering system which resulted in mostly boy teams and girl teams.
Whitehall

►A list of names posted under "Parents' Names" in a first grade class listed only fathers. In one elementary school only fifth grade girls were asked to help in the kitchen.
Big Rapids

►In Literature I, five male writers are mentioned and one female poet. In Lit. II, there are seven male writers mentioned and no females. In Advanced English, nine male writers are mentioned and no females.
Bloomfield Hills

►Two senior women were initially denied admittance to the National Honor Society because they had had babies during their Junior year, though they had maintained grade point averages of 3.7 and 3.5.
Detroit

►Sometime students wanting nontraditional courses are "protected" by encouraging other alternatives.
Midland

►In a program for children with special learning problems, the boys were taught "physical confidence" with lots of gross motor skill development activities. Initially, no thought had been given to the need for similar confidence by girls.
Grand Rapids

Some of the above are examples of bias, probably unconscious on the part of educators. Others are examples of discrimination and are against the law. All, seen not as individual incidents but taken in the daily context of school life, help us to understand how sexism operates in our schools.

ACCESS TO SCHOOL PROGRAMS

In a 1979 Michigan Department of Education study 14 percent of the school districts surveyed reported that access to certain courses was restricted on the basis of sex. The majority of these were in the area of physical education, home economics and other vocational education classes. While this percentage deals with the number of districts with formal policies of restriction, findings elsewhere in this report show that there are also many restricted classes that result from unwritten policies.

Here are some of PEER's findings which illustrate the way students are restricted either formally or unconsciously.

►PE classes were made up of mini-courses in contact sports but the instructional portion grouped students by sex not ability.

Brighton

►The course descriptions were nearly identical, but one class was called "Slimnastics" and the other was "Body Conditioning." The PE department told counselors one was for girls and one was for boys and that's how they were scheduled.

Huron Valley

►Fewer girls take advanced math and science courses. Counselors were aware that certain courses are dominated by one sex or the other. However, they lacked specifics since statistics were not routinely gathered and monitored.

Bloomfield Hills

►So that the school would have both male and female enrollments, the male-dominated graphic arts curriculum was included with the female-dominated health occupations curriculum at the new vocational technical center.

Detroit

►A school district whose athletic program had traditionally been inequitable added four sports to both the girls and boys program after a successful millage campaign. This changed the ratio from five and nine - female/male to nine and 13 - female/male.

Whitehall

►The course offering booklet lists "Team Physical Education Girls" and "Team Physical Education Boys."

Marquette

➤Girls are being sent to home economics and boys to industrial arts. Although students are asked on the first day of class if there are any who wish to switch to a nontraditional class, changing is not encouraged.

Negaunee

SPECIAL PROGRAMS

We were unable to collect information concerning race and sex in special programs, because no state statistics are kept in this area. However, PEER noted that in all the instances investigated, boys greatly outnumbered girls in classes for the emotionally impaired. This raised many questions. Is there a pattern? If so, why? Are all girls who need similar help getting it? Is there something in our treatment of boys that produces more emotional problems for them than our treatment of girls? We are also interested in learning more about the enrollment patterns of remedial reading and math classes and the other special programs. If we could successfully overcome stereotyping, could we more effectively individualize the educational process?

TITLE IX EVALUATIONS BY SCHOOL DISTRICTS

Many districts lack plans for addressing inequities. In February of 1979, the Michigan Department of Education completed a study of how Title IX is being implemented. One of the things schools were supposed to have done was a self-evaluation of how well they were in compliance with the law. Then they were to modify programs or policies that weren't in compliance and develop remedial action programs to overcome the effects of past or present discrimination found. Seventy-seven percent of the districts had done the self-evaluation. But few of them had done much remediation or modification based on their findings.

PEER groups found the same pattern. Several districts had elaborate self-evaluations and detailed recommendations which had not been updated in several years. Some had self-evaluations, but no plan for changing anything. Okemos had just finished an On Site Visitation with the Office for Sex Equity in Education and had the updated OSV report and recommendations. One district which had no self-evaluation report said they had the information but did not plan to do the paperwork.

Part of the problem may be that the Title IX coordinators are not given enough time to do a good job. No district has a full-time Title IX coordinator. All the Title IX coordinators have other duties and job assignments.

AWARENESS OF TITLE IX

PEER learned again and again in a variety of ways that Title IX is not being publicized in the schools.

> "If teachers were made aware of Title IX, it must have been in a very low-key way that no one seems to recall."
>
> Brighton

> "During the interviews it was found that the awareness of sex discrimination varied greatly from counselor to counselor. All counselors were receptive to a discussion of Title IX, although some readily admitted they didn't know much about the regulations."
>
> Bloomfield Hills

> "There was no statement of Title IX policy or mention of Title IX anywhere in the school directory. The Title IX coordinator was not listed or mentioned by title so you could find out who to contact."
>
> Detroit

> "Although training programs have been held in the past, a more concentrated effort to make students and employees aware of their rights and responsibilities with regard to Title IX should be pursued."
>
> Grand Haven

> "Of all the procedural requirements of Title IX, noncompliance was most frequent in the area of publicizing Title IX policy statements. Only nine, or 12 percent of the 74 school districts, submitted course catalogs that were in compliance with Title IX."
>
> MDE, Report on a Review of Michigan School District Compliance with Title IX

How can educators do their part if they don't even know what's expected? And how can the parents, students and community do their part if they are unaware of what their students' rights are? While mere information on paper is not the answer to compliance with Title IX, it is certainly an obvious beginning step.

Much more work needs to be done to publicize the various aspects of Title IX, including what it covers, who the district Title IX coordinator is, who to contact if you have a problem -- and the district's grievance procedure for taking care of Title IX complaints.

One of the more creative examples we saw of publicizing Title IX and related issues was including it with the information on the school lunch

menu -- it goes home to everyone and nearly everyone reads it. Here are some other examples:

►High school students investigated Title IX compliance and wrote articles in their school newspapers.

Jackson

►A principal put copies of newspaper articles carrying information about PEER and Title IX in teacher mail boxes.

Big Rapids

►A PE class helped fill out the PEER questionnaire as a group activity.

Mona Shores

►Students were given copies of the Michigan Department of Education publication "A Student Guide to Title IX."

Midland

►The school newsletter carried suggestions for activities that would encourage sex-fair practices.

Whitehall

►The Title IX coordinator organized a mini-marathon, the women's 10,000 Meter Race, to draw attention to Title IX and related issues.

Lansing

One of the most revealing comments about awareness was found in the state education agency Report on a Review of Compliance With Title IX:

> The comparison of school districts' perceptions of compliance and a review of the supporting documentation uncovers many discrepancies which demonstrate a lack of understanding and awareness of the intent of Title IX and sex bias in public education. Often it is difficult for institutions to identify sex bias and sex discrimination in their schools.
>
> Because the recognition and correction of sex discrimination and sex bias has not been a part of the training of educators, recognition skills among many educators are limited. To implement both the letter and the intent of the Title IX legislation, those involved in the educational process - administrators, teachers, counselors, students, parents and other community members -- must be able to recognize sex discrimination and bias in their schools and move to correct it.

VOCATIONAL EDUCATION

"All classes are coed; but Industrial Arts classes are generally for boys and Home Economics for girls."

School District letter to parents

In the past sharply defined sex roles may have seemed the only sensible way to educate our daughters and our sons for a life in which the division of family roles was clear. Now it is increasingly important that young women be prepared to support themselves and that young men be prepared to accept a greater responsibility in their roles of parent and family member. Statistics tell us that:

►Fifty-seven percent of all American women between the ages of 18 and 64 are in the workplace.

►Even if she marries, a woman can expect to work outside the home for 25 years -- 45 years if she remains single.

►The divorce rate is up 127 percent since 1960, but only one out of five divorced mothers receives any child support payments.

►Two-thirds of the old people who are poor are women.

For today's children these trends mean a future vastly different from the times in which our schools' educational foundations were established, and a future which closely links one's educational preparation and future economic status. For the majority of students, those who do not attend college, high school vocational education programs offer an opportunity to train for employment.

No state funds are spent to help achieve sex equity in any school programs. However, the state of Michigan invested more than $24 million in public vocational education programs in 1979. Local funding was over $45 million, and the federal government allocated over $2.5 million. The state's Title II federally funded Office of Occupational Opportunity allocated $350,000 in 1979-80 to encourage local programs specifically aimed at ending sex bias and sex stereotyping in vocational education. An additional $200,000 has been allocated for sex equity materials. These secondary vocational funds were used for jobs skills training for about 112,525 high school students.

NOT ALL VOCATIONAL EDUCATION IS FOR JOBS

In addition to the job-related programs, local vocational programs offer a consumer and homemaking program with about 87,000 students enrolled in 1978-79. Fifty-six percent of all females in vocational education and 25 percent of all males are in the consumer and homemaking courses. Within the program itself 77 percent of the enrollment is female.

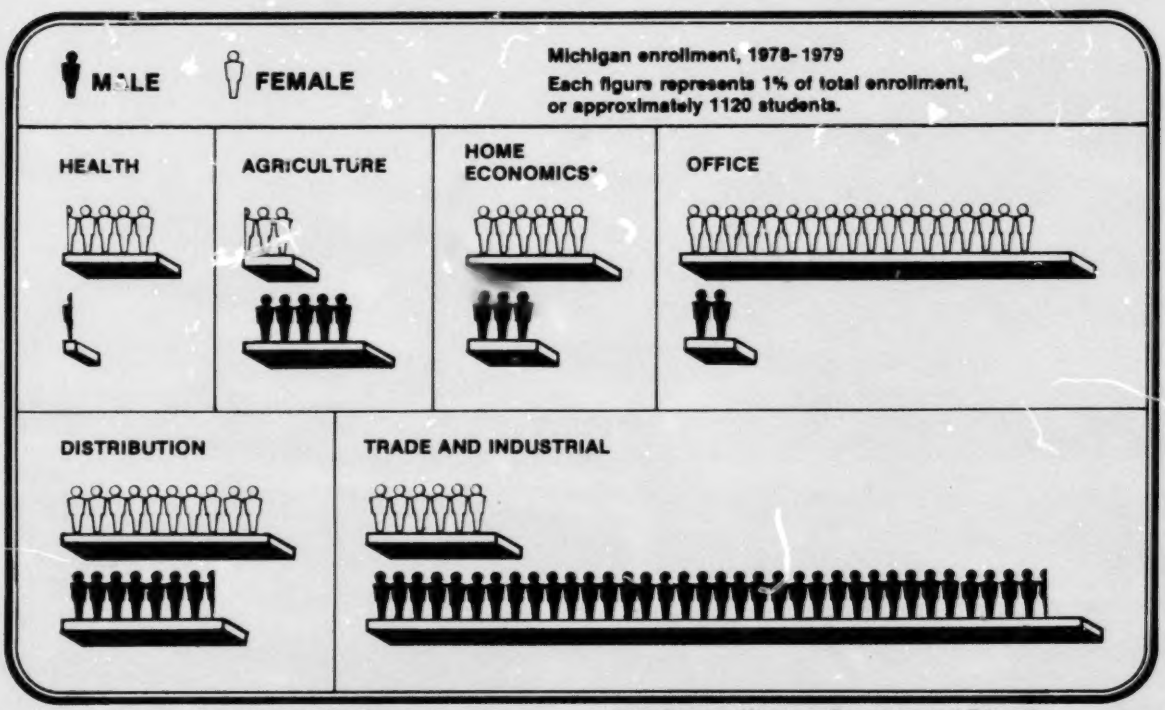
These programs are important in teaching the work of the home. Caring for and teaching children, helping sick and disadvantaged people, preparing and serving food, making sure homes run smoothly are all necessary jobs. But they do not lead to gainful employment. The information which follows will deal only with occupational preparation for work outside the home.

WOMEN TRAIN FOR TRADITIONALLY FEMALE OCCUPATIONS

Women accounted for 47 percent of the vocational education students in occupation-related programs in 1978-79. An analysis of enrollments by program area shows that male high school students continue to dominate the vocational-technical courses which lead to entry into either high paying jobs or post-secondary training programs which promise high wages in the future. Women are clustered in programs leading to traditional female occupations. More than 38 percent are preparing for office occupations, and about 14 percent are preparing for child care and home economics related occupations.

The most balanced vocational education program is Distributive Education where almost all (98 percent) of the students are enrolled in General

TRADITIONAL PATTERNS PREVAIL IN SECONDARY VOCATIONAL EDUCATION



*Occupational Preparation Programs only

Data Source: Michigan Department of Education

Merchandising, a class with a balance of 44/56 male and female students. However, none of the other five program categories offer the same balance.

- ►Women account for only 14 percent of the enrollments in Trade and Industry, the largest vocational education category. More than half of the female students are in the Cosmetology program and an additional 15 percent are in the Graphic Arts program.

- ►Males are only 10 percent of the Office training enrollments. Most of the male students are in the Accounting and Computing program or training to be computer and console operators, while females are training for traditional secretarial skills.

- ►Five of the six Occupational Home Economics programs are over 80 percent female. Almost all of the male students are in the largest program: Food Management, Production and Service, which is 59 percent females; Care and Guidance of Children is the other big program. It is 96 percent female.

- ►In Health Occupations 95 percent of the students are female. Almost three-fourth of the students are in the Nursing Assistant Aide program.

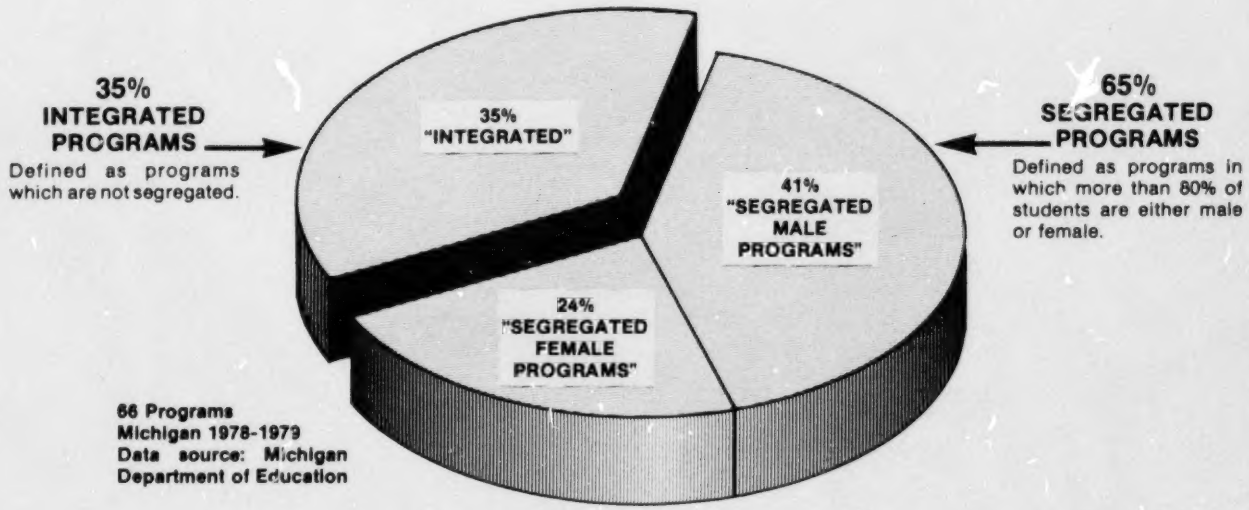
- ►Women are significantly underrepresented in Agriculture except in the area of Ornamental Horticulture.

Trade and Industry is considered one of the categories with the greatest potential for economic pay-off, yet few of its programs are seen as available to women. Twenty-two of the Trade and Industry programs are over 80 percent male. The largest of these programs and the percent of the students who are female are: Body and Fender (2 percent), Auto Mechanics (4 percent), Carpentry (2 percent), Drafting Occupations (12 percent), Electronic Occupations (6 percent), Machine Shop (3 percent), Welding and Cutting Occupations (2 percent), Small Engine Repair (one percent). These seven programs account for over half of all students in Trade and Industrial Vocational Education.

The chart below analyzes the 66 individual programs in the six categories which are shown on the chart on page 16. Forty-three programs, or 65 percent are dominated by one sex using the 80 percent figure (defined in the chart below) as a guide. Sixteen programs are still considered "for females" and 27 are considered "for males."

In 1978, Market Opinion Research did a study for the Michigan Women's Commission which revealed that Michigan women do show an interest in training for nontraditional occupations. Twenty-five percent of the women surveyed indicated they were very interested.

MORE SEGREGATED PROGRAMS OFFERED



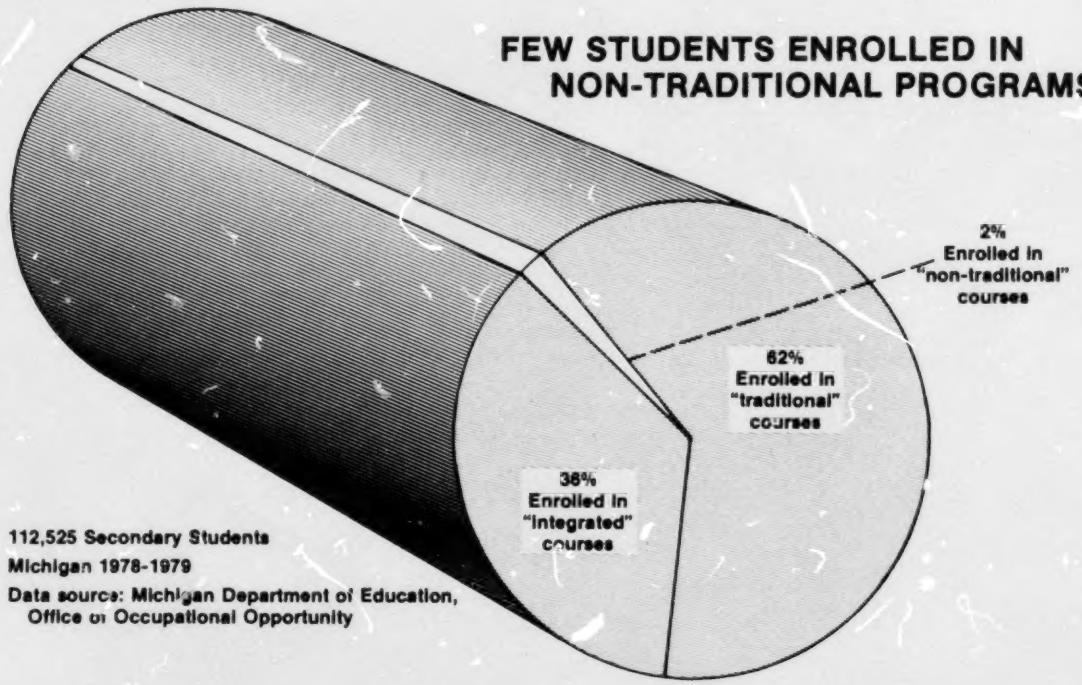
In response to the question, "If government-funded training or retraining were available to train you for a nontraditional occupation how interested would you be in participating in this?", 55 percent of the black women and 23 percent of the white women responded they would be very interested. In a breakdown by area 44 percent of Detroit women and 30 percent of the women from both outstate cities and the Detroit suburbs responded positively.

Apparently, interest alone does not lead to more participation in nontraditional training programs. There is evidence schools discourage girls from stepping beyond traditional roles. For example, in one school district the letter going home to parents states, "All classes are coed; but Industrial Arts classes are generally for boys and Home Edonomics for girls."

FEW PIONEERS

Nontraditional students are called "pioneers" because they are trying out new vocational areas not ascribed to the stereotypes for their sex. They are in programs where 80 percent or more of the students are of the other sex. According to the chart below based on statewide vocational education enrollment figures for 1978-79, the proportion of females and males who were nontraditional students was only two percent.

Nontraditional students need special encouragement and support, a lot more than they are getting. Statewide, only 1263 or one in five female students in vocational Industrial Arts programs is enrolled in a tradi-


FEW STUDENTS ENROLLED IN NON-TRADITIONAL PROGRAMS
2% Enrolled in "non-traditional" courses
62% Enrolled in "traditional" courses
36% Enrolled in "integrated" courses
112,525 Secondary Students
Michigan 1978-1979
Data source: Michigan Department of Education, Office of Occupational Opportunity

tionally male program. So the few women who do take nontraditional programs are likely to be the only female students in their classes. In the Health Occupations programs almost all of the 294 males are nontraditional students. Since there are so few of them, whether they are females or males, these students need backup support from adults. PEER researchers found little evidence of such backup programs when they talked to educators in their districts:

> "Students are not discouraged from taking nontraditional classes, however encouragement was not identified. Sometimes students wanting nontraditional courses were 'protected' by encouraging other alternatives."
>
> Midland

> "Although students are asked on the first day of class if there are any who wish to switch to a nontraditional class, changing is not encouraged."
>
> Negaunee

> "Counselors do not systematically or specifically encourage students to enroll in nontraditional vocational education classes, unless the student indicates an interest first."
>
> Brighton

Though progress is being made and programs are being instituted to encourage less stereotyping in course opportunitites, progress is very slow. An analysis by the Michigan Department of Education's Office for Occupational Opportunity of statewide programs considered nontraditional for their sex showed a loss of nontraditional students in 14 programs offered. The comparison was made between the 77-78 and 78-79 school years. Thirteen programs showed from one percent to nine percent increases in nontraditional students. Eleven programs showed no change at all.

One explanation lies in the report of the 1979 survey of K-12 educational institutions regarding their implementation of Title IX. The report by the state's Office for Sex Equity in Education found in areas relating to vocational education -- access to courses, counseling materials, co-op programs -- about half of the districts sampled were not in compliance.

The findings of one PEER site can serve as an example of what many groups found, and the state study indicates, is happening around the state. In this district out of twenty vocational education classes offered, eight have enrollments of either 100 percent male or female, while seven more are composed of more than 80 percent of one sex. This means three-fourth of all vocational education programs have a segregated enrollment. The PEER group reported the following observations:

- ➤Basic aptitude tests have not been screened for sex bias.
- ➤Tests in the high school are self-scoring and there is little indication of follow-up counseling. Counselors thereby miss a vital opportunity to encourage students to enter nontraditional fields.
- ➤Counselors have not received training or materials on the subject of changing roles and sex-role stereotyping. They did indicate, when interviewed, that they would use such resources.
- ➤Outside employers have at times requested a certain sex to fill positions. Although both sexes are sent for interviews, the school district has not informed the employers that the request is illegal.

THE PERVASIVE STEREOTYPES

The pervasive stereotypes about the different roles in the workplace remain one of the greatest obstacles to enrolling young women in vocational courses which lead to a high-paying job. A recent report from the American Institute of Research found that this belief leads teachers to perpe-

tuate unwritten codes which call for steering girls into traditional courses of study. The study found that 60 percent of the school administrators and staff members surveyed acknowledged the existence of these unwritten rules.

A recent statewide study on vocational education can further help us zero in on the problem. The Western Michigan University study is entitled "Sex-Role Stereotypes in Vocational Education: Report on the Perceptions of Michigan Educators." The study found that most of the 348 educators interviewed had received very little information about the issue of sex-role stereotyping, and 54 percent indicated educators in their field do not know how to do anything about sex-role stereotyping. (Fifty-eight percent reported they had never sought information on sex-role stereotyping, 80 percent in the case of vocational educators.)

The Michigan study did not find educators opposed to the concept of equal educational options and non-biased career opportunities. In fact most of the educators sampled supported these concepts. However, elimination of sex-role stereotyping is not an immediate priority for most educators though there is a strong agreement that it is a task that should be undertaken. (Twenty-three percent felt it was very important, 38 percent felt it was of moderate importance and 37 percent felt it was of little importance.)

To begin the task of eliminating sex-role stereotyping the study made a number of excellent recommendations. Four key recommendations are:

1. The elimination of sex-role stereotyping should be included in vocational program objectives.

2. Groups outside the educational system should be included in plans to eliminate sex-role stereotyping (ie. parents, employers, unions, union joint advisory councils, vocational advisory councils and peers).

3. Workshops on sex bias are needed for all role groups. The workshops should cover legal and compliance regulations, resources for vocational program planning and evaluation, information on sex-role stereotyping and role socialization, models of effective bias-free vocational education programs and units, and resources for the development and identification of non-biased instructional resources.

4. Local districts should monitor their vocational education enrollment data regularly.

One of the areas in which the PEER groups found discrepancies was math enrollments. While the discrepancies were not always as dramatic as those found in vocational education there were enough data to show definite patterns and to provide additional evidence that girls are not as well educated in math and science as are boys.

COURSE ENROLLMENTS

There are no statewide data on math or science enrollments. However, the data collected by PEER groups can give insight into the research which has been done nationally in the last decade in this area.

Here is an example of enrollments which are fairly typical, certainly not the worst example we found. These are figures for the eleventh and twelth grades of a school district with about 5,000 students.

Math	Female	Male	Percent f/m
Geometry	101	101	50/50
Algebra II	91	85	52/48
Analysis	19	42	31/69
Trigonometry	19	30	39/61
Science			
Chemistry	59	75	44/56
Physics	22	46	32/68
Advanced Biology	13	2	87/13
Advanced Physics	2	6	25/75

The usual pattern is for enrollments to be fairly even in lower grades but as students progress into the advanced courses, girls are less apt to take the classes. In science, there are signs Biology is considered acceptable for females and Physics is considered primarily for males.

Sometimes a very careful analysis by project members was needed to understand how bias or stereotyping might be operating in a particular program. For example, in one of PEER's larger school districts parents found females constituted 46 percent of all first year Chemistry students. Further investigation revealed there was a drop in female participation between first year Chemistry and second year Chemistry which significantly skewed the female/male ratio.

	Female	Male	Percent f/m
First Year			
General Chemistry	51	37	58/42
Chemistry	175	221	44/56
Second Year			
Advanced Chemistry	20	47	30/70

In the district above 23 percent of the girls were enrolled in General Chemistry during the first year rather than the college preparatory Chemistry I class. Only 14 percent of the boys were in General Chemistry. The second year only 9 percent of the female students went on to take Advanced Chemistry compared to 18 percent of the male students.

Parents in smaller districts also noted signs of bias, as shown in the example below. Here a school district of 2400 students follows the typical pattern. In this district it was noted only one girl was participating in a remedial math class at the upper elementary level.

Math	Female	Male	Percent f/m
Geometry	19	35	35/65
Algebra II	22	42	34/66
Analytic Geometry	3	7	30/70
Trigonometry	6	16	27/73
Statistics	4	16	20/80
Science			
Chemistry	23	36	39/61
Physics	7	21	25/75
Advanced Biology	8	9	47/53
Lab Technique	3	13	19/81

These enrollments do not tell us why more girls than boys take General Chemistry or why more boys than girls take Advanced Chemistry. The figures do not tell us why more males take Trigonometry and Statistics or Physics and Lab Techniques. They do point out a situation that is so common throughout our state that it cannot be considered a mere coincidence.

When districts or a particular school deviated from the pattern in any major way the difference was usually traced to efforts of an individual educator. For example:

► In Whitehall the high school principal had taken a strong interest in improving math achievement scores for girls and in encouraging them to take math.

► In Huron Valley the Physics teacher invited a woman engineer to his class to talk about physics as a career. He made a point of selecting a non-biased textbook. He set out to recruit girls by talking about physics to math and science classes at lower grade levels -- in the process he also recruited more boys and the physics program expanded from two to five classes.

MATH OPENS DOORS

The major concern is that for both girls and boys who do not complete math sequences a great many options and opportunities are closed. If students shy away from the more advanced math courses, they are shut off from careers in such fields as accounting, medicine, engineering, computers and the sciences. High school algebra and geometry are needed for many technical jobs not requiring a college degree.

Research of the 1970's has disproved many commonly held assumptions that served to limit girls' life options. We now know for example:

Girls are good in math. The results of the Michigan Educational Assessment Program over the past three years (through 1979-80) show females consistently higher than males in both math and reading at all three testing levels (4th, 7th and 10th grades).

Girls like math. Two recent studies found similar results: there is no difference in mathematics preference between girls and boys. According to John Ernst of the University of California Math Department, the findings also indicate that there is nothing intrinsic in arithmetic or mathematics that makes it more appealing or enjoyable to one sex than to the other.

Girls need math. Nine out of ten high school girls will need to work (an average of 25 years). The latest Department of Labor statistics reveal that discrimination in the work force resulting in lower pay and job status for women of all cultures and particularly for ethnic minority women is a worsening fact of life.

DOUBLE BIAS DOES NOT ADD UP

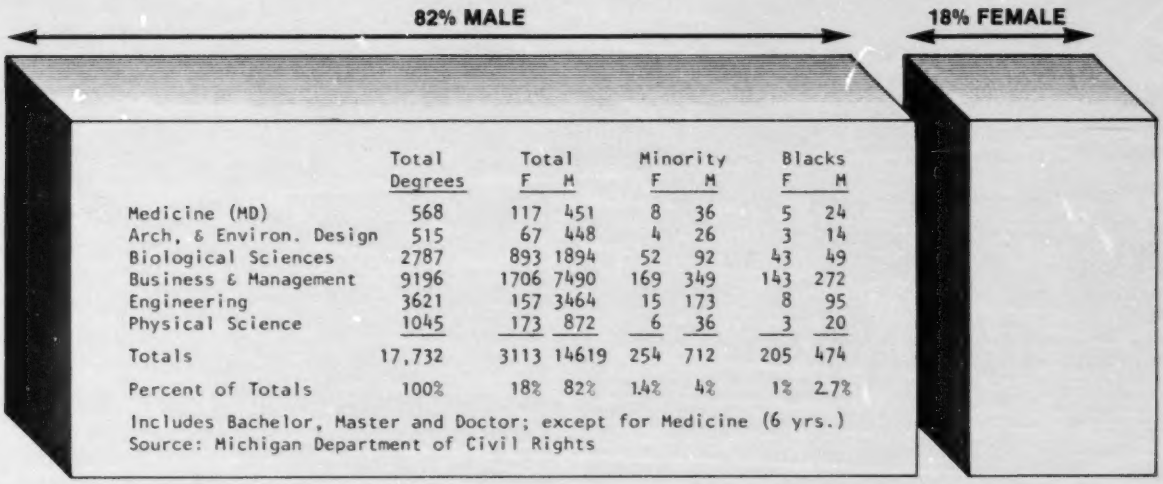
In 1977 an assessment of science by the National Assessment of Educational Progress (NAEP) included, for the first time, items to measure attitudes. While the report in the April 1980 issue of Phi Delta Kappan did not break out its findings by sex, it illustrates the problems of "double bias." Many minorities do not take science courses, it said, because they have not been counselled into the academic tracks or into prerequisite mathematics courses. Yet the NAEP data show that more blacks at age 17 find science interesting than did whites. But these same black students report fewer science experiences, find science less useful out of school, and are less aware of scientific methods and how scientists work.

Again, as mentioned with skilled trades, interest does not necessarily mean participation. The end results of the math and science trends in high school are illustrated in the chart below showing who is graduating from math-related fields of study. Eighty-two percent of the graduates in these fields are male. In one of the more rapidly growing occupational fields, engineering, women are 4 percent of the graduates, yet, according to the Occupational Outlook Quarterly for summer 1980, women engineers are being sought by business and industry.

Women are most strongly represented in the biological sciences, accounting for 32 percent of the graduates, followed by medicine at 20 percent. Minority graduates made up only 5.4 percent of the degree graduates in the chart below, though the Michigan Department of Management and the Budget estimated minorities were 14 percent of the state population in 1978. Of these, 35 percent of the minority graduates were women.

GRADUATES FROM MATH RELATED FIELDS OF STUDY

College Degrees Conferred in Michigan, Selected Fields between July 1,1976 and June 30, 1977



	Total Degrees	Total F	Total M	Minority F	Minority M	Blacks F	Blacks M
Medicine (MD)	568	117	451	8	36	5	24
Arch, & Environ. Design	515	67	448	4	26	3	14
Biological Sciences	2787	893	1894	52	92	43	49
Business & Management	9196	1706	7490	169	349	143	272
Engineering	3621	157	3464	15	173	8	95
Physical Science	1045	173	872	6	36	3	20
Totals	17,732	3113	14619	254	712	205	474
Percent of Totals	100%	18%	82%	1.4%	4%	1%	2.7%

Includes Bachelor, Master and Doctor; except for Medicine (6 yrs.)
Source: Michigan Department of Civil Rights

WHY LIMIT CHOICES?

In today's technological society we have gotten to the point where those who have no training in basic computations and the use of numbers and symbols are at a decided disadvantage. In a teaching poster PEER developed this past year to encourage greater interest in math three recommendations were made:

►Students, parents, relatives, neighbors, teachers and counselors need to become more aware of the importance of math skills and how they relate to future career options. Engineering, the sciences, computer sciences, and business and management are the higher paying career fields and the only fields with expanding numbers of job openings. They offer the least pay differential between men and women.

►Students should take as much math in high school as they can: first and second year algebra; one year of geometry; pre-calculus mathematics which includes a semester of trigonometry; probability and statistics and/or computer programming if they can fit it in.

►Math departments should begin to keep annual records of sex and race differences in enrollment rates. This will help alert the department to areas that need attention and help indicate if new policies are having the desired effect.

"Girls need to know that they can be winners. That they can compete, show leadership and understand teamwork. Knowing this affects how they see themselves and their potential. Even if they don't play all the time themselves, they have a right to a model which says girls are worth cheering and supporting, that girls can win."

Cracking the Glass Slipper

Because sex discrimination in athletics has received so much attention, particularly at the college level, some people are under the impression that athletics is what Title IX is all about. While this is not the case, Title IX has certainly had a major effect on athletics across the nation. Only in recent years have girls been able to receive the benefits of interscholastic athletics within the school system.

A report by the Michigan High School Athletic Association (MHSAA) on the 726 classified high schools who sponsor interscholastic sports showed that boys have access to 1000 more athletic activities than girls. This includes an .8 percent increase in the female proportion of the total of-

ferings between the 1978-79 and 1979-80 school years. However, this addition of 85 activities represented only a one percent increase in girls' activities.

At this rate of increase, if boys' activities should remain at 5,039 and 85 new female activities are offered each year across the state, it will take 14 years to catch up in just the number of sports activities offered.

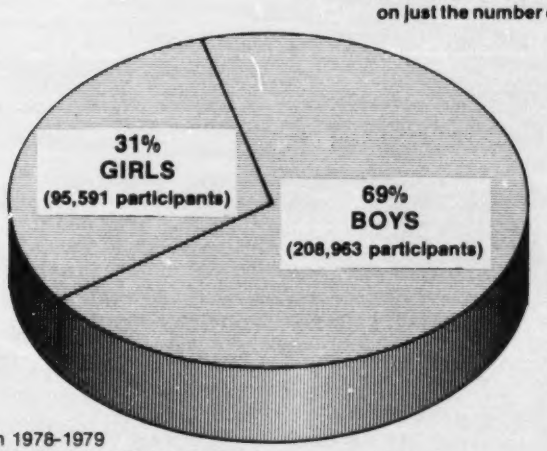
As one consequence of fewer offerings, many more boys than girls are benefiting from participation in athletic programs. A recent national Commission of Civil Rights study ranks Michigan 27th in the nation in terms of the participation ratio of girls to boys.

TITLE IX COMPLIANCE IN ATHLETICS

A survey conducted by the Michigan Department of Education in February of 1979 based on a statistically selected sample of 74 school districts found that despite substantial improvements girls' programs have not yet received the same support boys' programs have had.

INTERSCHOLASTIC ATHLETICS SHOW CONTINUED DISPARITIES

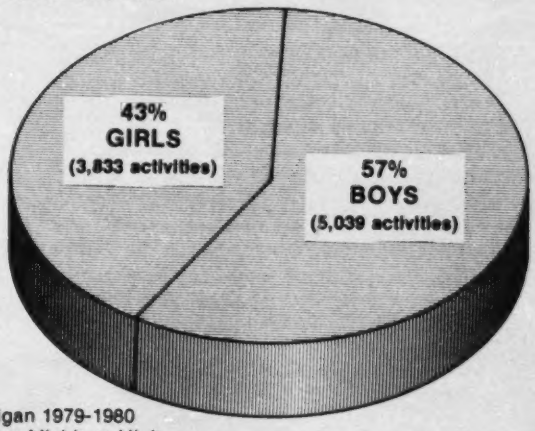
PARTICIPANTS



Michigan 1978-1979
Source: The National Federation of State High School Associations

ACTIVITIES OFFERED

"At this rate... it will take 14 years to catch up on just the number of sports activities offered."



Michigan 1979-1980
Source: Michigan High School Athletic Association

To give a clearer picture, here are just a few of the findings of one PEER group which indicate the differences in support for girls' and boys' athletic teams:

- ►The number of female and male participants in the athletic program was 417 to 778
- ►There were 11 activities for girls at both high schools but 14 for boys at one school and 15 for boys at the other.
- ►Only the boys had freshman athletic teams.
- ►Concessions were provided only at boys' games and the pep bands participated only at boys' games.
- ►Cheerleaders attended all boys' football and basketball games. At one high school they also attended "three girls' basketball games of their choice."
- ►There was a high turnover of girls' coaches at one high school which was traced to the practice of recruiting them from the local college while boys' coaches tended to be permanent staff members.

Compliance with Title IX offers yet another way to measure equality of opportunity. Title IX requires school districts to offer comparable athletic programs for females and males. The district athletic program must accommodate the interests and abilities of both sexes. It is okay to have separate teams for girls and boys if selection for the teams is based on competitive skill or the team activity is a contact sport (ie. basketball, football, ice hockey, boxing, rugby and wrestling). When there is no girls' team in a noncontact competitive sport, a girl must be allowed to try out for the team and to play on the team if she meets the competitive standards.

Here are a few of the Michigan Department of Education survey's findings:

- ►At the varsity level, 45 percent of the schools were out of compliance (defined as offering two or more activities to males than females).
- ►At the junior varsity level, 30 percent of the schools were out of compliance (defined as offering two or more activities to males than females).
- ►Junior varsity females are offered fewer opportunities to prepare for varsity sports than are males in 73 percent of our school dis-

tricts. This is because besides the 30 percent of the districts defined as out of compliance, there were an additional 43 percent of the districts offering one more program.

►The operation and maintenance of varsity athletic programs follow sex segregated patterns. Of the five sports most frequently offered by the school districts sampled (basketball, track and field, baseball, football and volleyball) three are predominantly offered to only one sex: baseball and football for boys and volleyball for girls.

►At both the varsity and junior varsity level there were many schools that did not offer even sports considered traditional female sports. At the junior varsity level 68 percent of the total sample offered the traditional male sports in comparison to 39 percent of the districts which offered traditional female sports.

WHERE IS THE MONEY GOING?

The school budget is a good indication of the school system's level of effort in athletics. There are often dramatic dollar differences between programs for girls and programs for boys.

The State Task Force on Interscholastic Athletics, a citizen and educator task force appointed by the Michigan Department of Education, issued a report in January of 1979. According to the report no statewide figure on athletic expenditures by local districts is available. The task force recommended the MHSAA initiate and encourage local school districts to participate in a three-year study of interscholastic athletics receipts and expenditures. In 1977 the Minnesota Department of Education undertook such a study of junior high and senior high levels and found $16 million was spent for boys' and $8.5 million for girls' interscholastic athletic programs. What do we spend in Michigan?

MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION

In 1925 the Michigan High School Athletic Association began sponsoring championships for boys in gymnastics, basketball, and track and field. It was 1971 when gymnastics became the first girls' championship sponsored by MHSAA. Four more girls' sports, swimming, tennis, golf, and track and field, were added in 1972, the year Title IX was passed in the legislature. Since then five more sports have been added. The association now sponsors state championship tournaments in 10 sports for girls and 12 sports for boys.

School districts join MHSAA because it is the organization in the state which organizes and conducts athletic events, contests and tournaments among schools. Though a private, nongovernmental organization, it develops and enforces the rules for eligibility of athletes in schools for participation in interschool athletics.

It is pretty much impossible to conduct a varsity level interscholastic program in Michigan without belonging to MHSAA; yet some educators feel their rules and policies are delaying progress toward equity. For example, Thornapple-Kellogg School District held mixed relays for high schools in its area but MHSAA refused to recognize these competitions. In April of 1980 Bloomfield Hills held the first recognized mixed relay in the state. Prior to this year, the MHSAA prohibited boys and girls from competing against each other in the same interscholastic sport. Only this year has the MHSAA decided to allow coed competition in track relay meets if members of the same sex would always be running against each other.

Through a series of legislative acts dating from 1972 the authority for athletics in Michigan has been up in the air, shifting from the Michigan Department of Education to the MHSAA and finally, through an opinion of the Attorney General, coming to rest with the local school boards. It is clear that both the local school district and the state Department of Education are responsible for Title IX compliance. Both can be held legally accountable for rules established by MHSAA.

The question of authority is a key one, since responsibility for violations of Title IX in the operation of athletic programs must be clearly established. When a statewide private organization takes on this activity the issue sometimes gets muddy. For example, in a similar situation to our state's, the California Interscholastic Federation was charged with violations of the athletic section of Title IX. The Office for Civil Rights ruled that the California State Board and local Boards of Education cannot delegate their responsibility for this area of education and therefore found them guilty of noncompliance.

According to the Task Force on Interscholastic Athletics to protect its local district participants the MHSAA should be taking steps to ensure through its rules and regulations that:

- all state playoffs and championships (tournaments) are equitable for all comparable sports.

►the opportunity for members of boys' teams and girls' teams in the same or comparable sport be comparable regarding contests, seasons and financing.

►hiring procedures and responsibilities for athletic positions are clearly defined so that women and men will be able to receive the same salaries for comparable activities; will have equal access to all positions without regard to their sex or the sex of the students receiving such services; and will be able to advance equally in athletic employment within the local district.

NO ACTION ON NEEDED REVIEW

While the study and recommendations of the MDE State Task Force on Interscholastic Athletics has been shelved, the recommendations contained in the October 1979 Report on the Review of the Michigan School District Compliance with Title IX have been approved by the State Board. The recommendation calls upon the Michigan Department of Education to thoroughly review Title IX compliance in athletics among Michigan schools. The 1979 survey included only the number of sports and teams; none of the other measures of equal athletic opportunity established in the regulations was covered. Such measures to be looked at include support services, equipment, supplies, uniforms, coaching, training facilities and rooms, and use of the practice field and areas. Experience in the field by the Office for Sex Equity and PEER indicate many violations of these criteria:

►In Plymouth the girls' softball field had no perimeter fencing, no water, no dugout, no bleachers; while the boys' softball field had all of these things.

►In Marquette the girls' track team had not been allowed to use the weightlifting room.

►In Okemos there are discrepancies in the lockerroom facilities for girls compared to boys.

For those school districts not in compliance the proposed study would document their status and clarify their responsibility. Such a study should also further identify where the MHSAA could most appropriately expedite local school districts' efforts to provide an equitable program for all of their students. MHSAA cooperation in collecting data including budget data would be very helpful. At this writing, however, no moves are being made to begin such a study.

ADULT ROLE MODELS IN SCHOOLS

Children are exposed to the educational institution from age five to 18. During those 13 years they are exposed to this "system" more intimately and for a longer period of time than to any other of society's institutions they encounter.

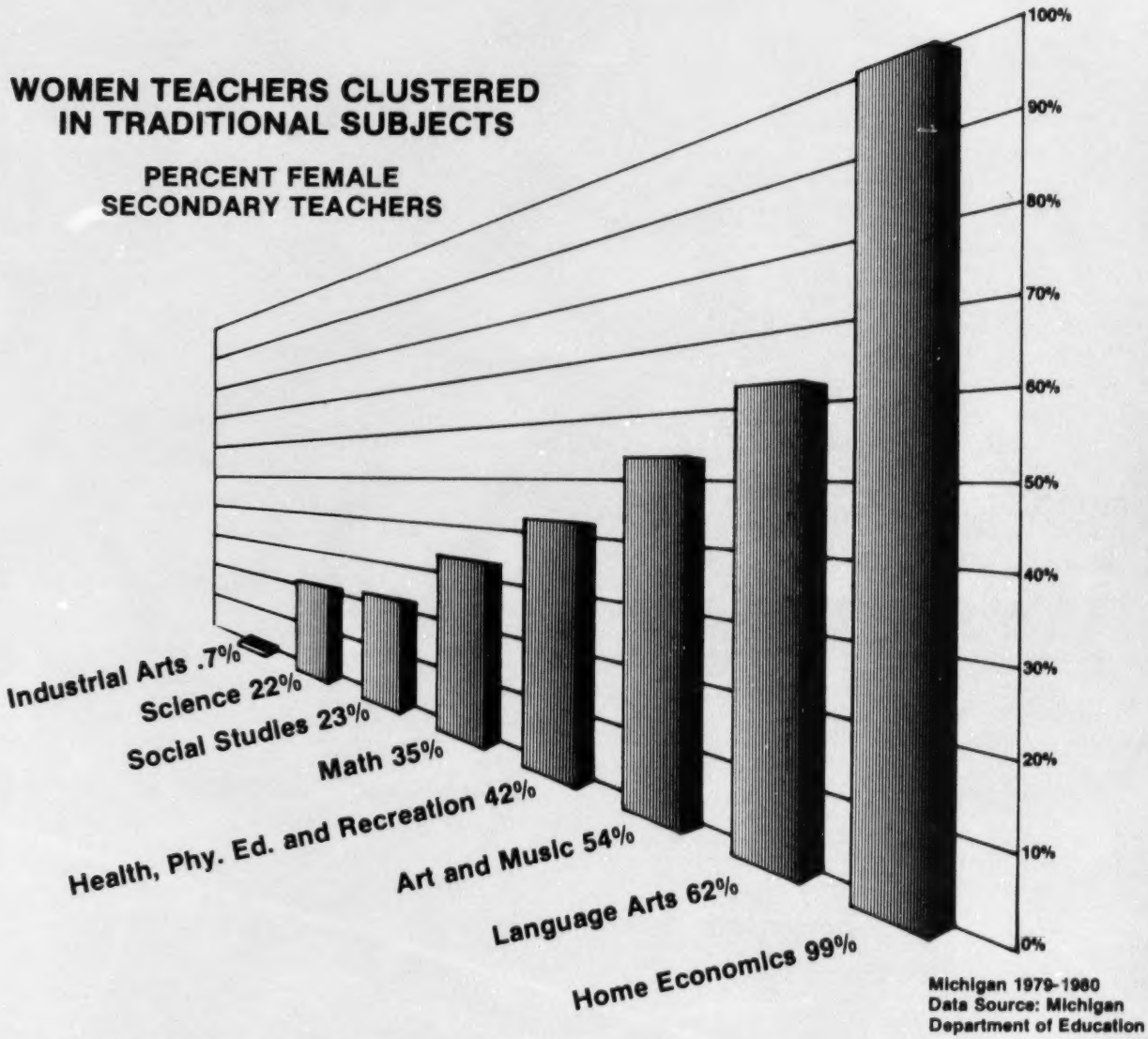
The messages we send through the job assignments of males and females in education are unmistakably stereotyped. This, despite all the attention we have given in recent years to the importance of role models; a wide variety are needed to affirm students' belief that they can choose their future vocations based on their abilities and talents and not on the basis of rigid sex role stereotypes.

TEACHERS

Female elementary and secondary public school teachers in 1979-80 accounted for 65 percent of the total 68,075 full-time positions. The male and female teachers are unevenly distributed among grade levels and subject areas, with women more likely to teach lower grades and "female" subjects.

A comparison of 1976-77 school year figures with those for 1979-80 showed virtually no change at all in employment patterns. In the elementary grades the percentage of male teachers increased from 15.7 to 16.6 percent. However, the total number of teachers in this field dropped by 2,611 teachers with women accounting for 97 percent of the cuts. There were no balancing growth trends for women in the upper grades or administration to offset the overall stereotyped picture. Men were the majority of all secondary teachers and represented more than 70 percent of math and science teachers in both years.

Language arts, home economics and special education (77 percent female) continue to be taught by women; social studies and industrial arts continue to be taught by men.



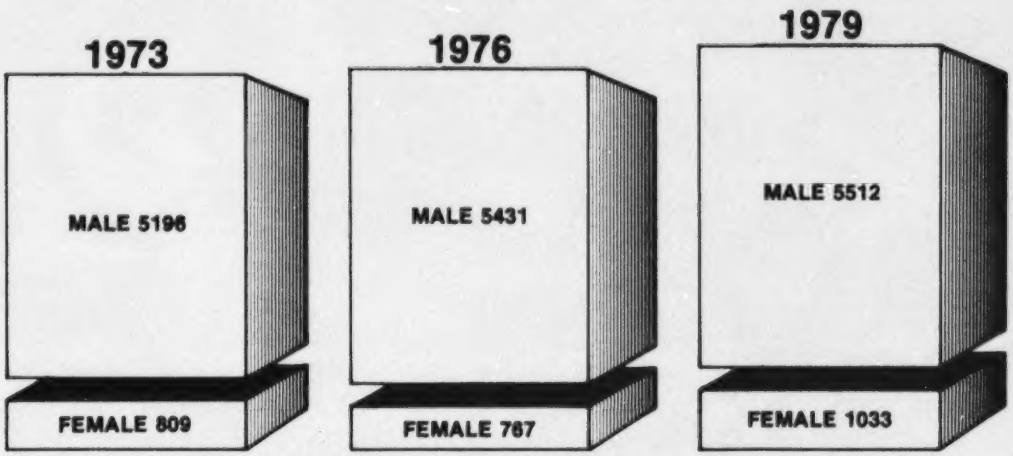
ADMINISTRATORS

> "It's only been in the past few years I've been able to recognize sex bias and discrimination. I always felt hard work and competence was all that was needed. As I look back I realize that some career moves I thought of as promotions were really horizontal moves and not promotions at all."
>
> - Woman administrator

Both girls and boys observe the education system. They see that administrators are usually men and that they supervise a large number of teachers, mostly women. It is not surprising that they learn to accept this pattern of power and authority.

There is a need for positive recruiting of women for employment in administrative positions. Trends over the 1973-1979 period do show an increase in numbers for women in the top eleven administrative posts (central office and building administrators), but gains in percentage are slim:

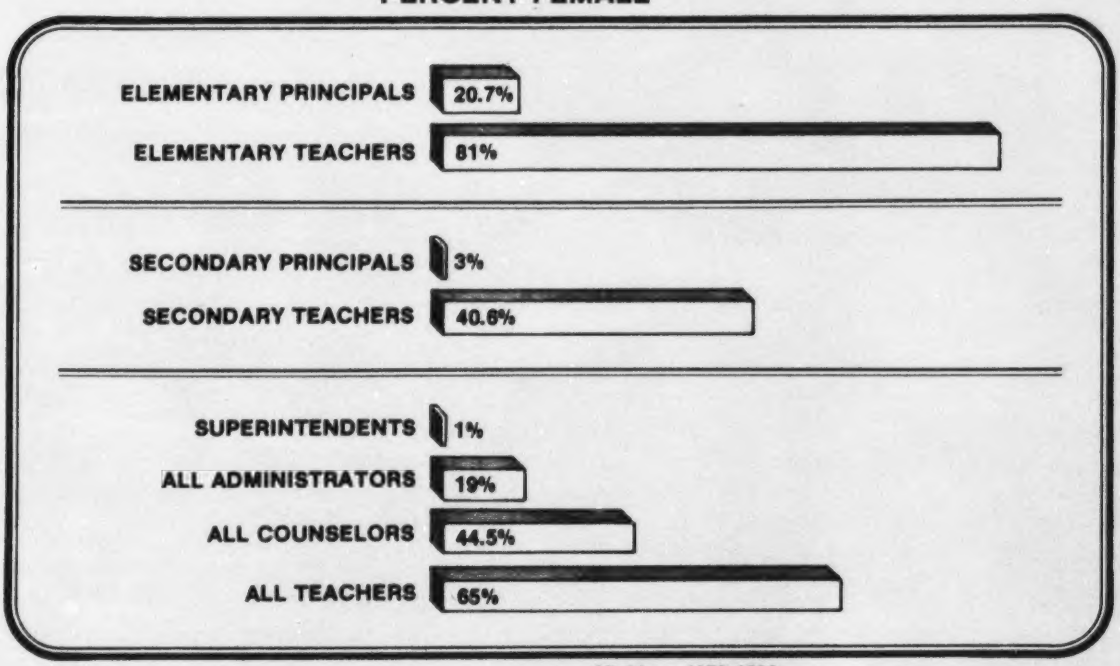
ADMINISTRATORS IN MICHIGAN PUBLIC SCHOOLS



There has been an eight percent increase in administrative positions over this period and a 12 percent increase in female administrators. This represents a proportional gain of 2.6 percent. The number of female secondary principals in the state in 1979 was 32; that's one for every 95 positions. The greatest numerical jump for females was an additional 46 secondary assistant principals, a four percent increase in the three-year period. Only six of 570 school district superintendents in the state are women.

FEW WOMEN SCHOOL ADMINISTRATORS

PERCENT FEMALE



Michigan 1979-1980
Data Source: Michigan Department of Education

THE DEPARTMENT OF EDUCATION

> "The State Education Agency, in its commitment to eliminate and prevent discrimination in general and in its leadership role, will undertake specific actions to eliminate and prevent discrimination based upon sex."
>
> - Guidelines for Eliminating and Preventing Sex Discrimination, MDE

Despite the stated board policy to eliminate sex bias in education, the state Department of Education itself has not achieved equity in employment of women and men. Although women represented 60 percent of the agency's 2107 employees in June of 1978, 56 percent of the female employees were office/clerical, a job category offering no job ladder to other positions within the Department. Men were 60 percent of the Professionals and Technicians; they held 41 of the 47 administrative positions, or 87 percent.

ADVANCING IN SCHOOL ADMINISTRATION

The small proportion of women in educational administration has remained constant throughout the decade. A 1980 report published in the Harvard Education Review helps dispel many widely held myths which may account for this lack of progress:

- o Most women administrators have not left the work force to have children; half of them do not even have children, and most of them have been in the labor force a long time with or without children. Many are not currently married so they, like their male counterparts, must work to support themselves and their families.

- o They have stayed in each position a long time and despite repeated attempts at job advancement have moved very slowly. The positions which they hold are often staff rather than line positions; they are in jobs which offer little advancement or which are viewed as traditionally female positions. They are not promoted to the jobs traditionally seen as requiring male skills, such as budgeting and discipline.

Schools need not continue to present adult role models to our children which reinforce the restrictive stereotypes we seek to erase. Intervention programs to increase the number of women administrators can be devised using available research and by consulting with women administrators. The American Association of School Administrators has already piloted such a program which could be adapted for Michigan use.

The PEER project started in Michigan just under two years ago. The purpose was to test a model for how community groups might aid in the process of removing barriers to equal options and opportunities for girls and boys in their local school districts. There were 12 sites with 16 school districts involved. The sites were composed of parents and citizens in the district and had the support of at least one civic organization in the community.

The first step in the process was finding out what was happening in the school district. Then the groups were to produce a report on those findings which would include recommendations for change or modification of current school programs, practices and policies.

THERE WERE SIMILARITIES

There were a number of threads which were common to all the projects:

- ➤ All districts had undertaken at least some efforts to implement Title IX and/or end sex bias and stereotyping.

► No districts were in complete compliance with Title IX. None had achieved equity for girls and boys in all aspects of the educational process.

► The very process of assessing the school districts' progress helped achieve one of our goals: to create awareness among educators for the need to change educational practices.

► There was evidence of a pervasive lack of support for either girls or boys, women or men, who seek to do things not commonly ascribed to their role stereotype.

The first two points have been mentioned earlier in this report. The third point was a pleasant surprise to a number of sites. PEER group inquiries drew attention to problems which often brought a ready response from educators. In Bloomfield Hills, for example, inquiries about recommendations made in the district's Title IX evaluation led to a careful assessment of progress by the district and updated recommendations. In Jackson a teacher included a unit on Title IX as part of his Government course. In Whitehall questions about outdated biased counseling material led to its replacement.

The fourth point exemplifies the concept of institutionalized sexism. This is a concept which is difficult to grasp when one's attention is focused on just one school district. The phenomenon is much more apparent when one has an opportunity to compare the experiences and observations of people from many school districts. For example, the reasons given may vary considerabley from district to district, but girls have fewer athletic opportunities than boys, and boys get little encouragement to receive technical training in the health occupations. A great deal of evidence for this phenomenon is presented in this report.

WHAT WORKS

In Michigan local control of education has meant 570 unique variations on a theme. Each school district is different. And just as each school district is different, each PEER site is different. The model was adapted by each district to suit its group, its timeline, its community. We have identified some factors which made for a successful group:

1. The site members built a sense of group solidarity.

2. There were at least one or two members who had knowledge of the issue and previous group leadership experience.

3. The leader was a parent or local community member. (Grand Haven was the only site to successfully form where an educator who was an employee of the district was the chairperson, though all 12 sites included members of the local education union in their group.)

4. The group had the backing of an organization in the community or a coalition of organizations.

5. The size of the group did not seem as important as the effective use of time and an astute, prudent strategy for achieving needed change.

6. There was cooperation from the school administrators coupled with a commitment (either long-standing or new) to Title IX compliance and ending sex bias and stereotyping.

7. There was attention given to informing the press of the group's activities and intentions, as well as other groups in the community.

While not every site had all seven of the above factors operating, it is probably safe to say that having at least five of the seven factors present will ensure the success of a site. We also found that larger sites take more everything -- more time, more people, more planning, a larger coalition of groups, and so forth.

It is important to note that these twelve sites are acting under the umbrella of a prestigious state advisory board. They are linked together by a state staff which provides information, support and assistance. And they also have the benefits of being connected to a national organization which has been working on Title IX implementation for six years.

THERE WERE DIFFERENCES

There were three types of groups:

- The group was part of a district's advisory committee.
- The group worked closely with the district and the Office for Sex Equity in Education.
- The group was a community project, separate from the district.

The Grand Haven site is an example of the first type of group. The members were part of the Superintendent's Advisory Council and chaired by a

district teacher. The district's Title IX coordinator worked closely with the group as it assessed the district's progress toward compliance with Title IX. The group has produced a comprehensive report and recommendations for future action by the district.

The Jackson site is an example of the second type of group. It started out as the other sites in the third category. A coalition of seven organizations was established and an assessment of the district's progress undertaken. About a year after the group formed the district invited the Office for Sex Equity in Education to help them develop a "Management By Objective" plan according to a model developed by OSEE. The PEER group shared the information it had gathered and participated on the MBO committee as citizen representatives. Many of their recommendations have been incorporated into the MBO plan.

The remaining ten sites are all autonomous citizens' groups. They are in various stages of following the model. They have all sought a cooperative relationship with their districts which ranges anywhere from informal and mutually supportive to formal and somewhat tentative. The organizations supporting the local sites cover as wide a ground as the PEER state advisory board. Three sites include more than one school district.

SUCCESSFUL COMMUNITY INVOLVEMENT

Some sites have already documented very positive steps taken by their districts. It is too soon to say which sites will be most successful in terms of the progress the districts make. We plan to follow the sites now that the model project has formally ended to see which districts continue to act upon the recommendations of their citizens and what additional progress is made as the result of the local groups' efforts.

The sites have provided the field test needed to perfect national PEER's model for community involvement in bringing about Title IX compliance and ending barriers to equity in education. The groups brought attention to the issue at the local level and have been instrumental in getting their districts to make major changes which will eliminate barriers to equity in education. The sites have helped us understand "how the cat catches mice."

In order to achieve the goal of full equity in options and opportunities for both boys and girls in our educational institutions, citizens must play a role. Their activities and show of support are important to the process of planned change. We urge citizens across the state to set up similar community groups. Only they can bring the necessary "third force" to bear so that all key elements -- educators, educational materials and the community -- can work together in harmonious action toward this goal.

PROGRESS AND RECOMMENDATIONS

PROGRESS

Here is what some school districts are doing about expanding options and opportunities for boys and girls and opening up their programs. No district could be found which was totally in compliance with Title IX, and none had totally mobilized to do all it could to end sex bias and stereotyping. But the PEER groups also found that every school district had at least some educators who were taking some positive steps in their area of responsibility.

These are just representative examples and do not by any means indicate all the good things that were found:

►Andover High School holds an invitational mixed relay for seven high schools in the area.

Bloomfield Hills

►In middle school all students take both a nine week Home Arts class and a nine week Industrial Arts class.

Brighton

►Central High School has had special presentations on stereotyping in career choices for its Career Classes. Region I purchased $250 worth of materials on sex bias and stereotyping. And the Vocational Department is instituting the Expanding Vocational Options program to recruit students into nonstereotyped vocational training.

Detroit

►The school district itself participated as a PEER site in order to evaluate its progress toward sex equity and develop a plan of action.

Grand Haven

►With support of the Michigan Department of Education's Office for Occupational Opportunity and cooperative participation by the local League of Women Voters group, the district has conducted a study of its vocational education material to identify sex bias and stereotyping.

Howell

►The "Management By Objective" model developed by the Office for Sex Equity in Education was used by the staff and PEER representatives with the guidance of OSEE to make Jackson "the first school district in Michigan that has addressed Title IX compliance comprehensively."

Jackson

►A team of thirty teachers and five counselors did a curriculum review of Language Arts and Social Studies texts and reviewed audio-visual counseling materials.

Lansing

►The title and class content of the Home Economics class was revised to appeal to both girls and boys. The enrollment of boys went up 60 percent in one year.

Marquette

►The annual activity night at Cook School is now held for all students. Until recently boys and girls attended on separate nights.

Midland

►The basketball coach teaches the sport as part of a coeducational physical education class.

Mona Shores

►Lakeview Elementary school has adopted a career development curriculum program entitled "Bread and Butterflies" which presents various career possibilities without limitations of sex bias.

Negaunee

►The district has had a Women's Studies course in its History Department for some years. It has grown in popularity and is now offered during three school periods.

Novi

►Okemos used the services of the Office for Sex Equity in Education to conduct an "On Site Visitation" (OSV). This resulted in an up-to-date report on its progress and recommendations for what to do next. East Lansing plans to have an OSV this school year.

Okemos
East Lansing

►The district held an inservice workshop on sex equity issues for teachers and administrators with the Office for Occupational Opportunity.

Whitehall

RECOMMENDATIONS

In Michigan we have brought together most of the key forces needed to tackle the next phase of the work that needs to be done in ending barriers to equal education for girls and boys. The needs have been documented and publicized, there is community and professional support, and there are in-depth technical assistance resources ready to help. We now have a successful model for community involvement which will soon be presented in the form of a "how to" manual. It is time to put in the kind of statewide effort needed to make our goals realities.

THEREFORE WE RECOMMEND:

THE EDUCATION, CIVIC AND COMMUNITY ORGANIZATIONS across the state establish the elimination and prevention of sex bias and discrimination in Michigan schools as a priority focus of activity for at least the next two years. Training for local and state leaders about this issue and in how to form local community involvement projects is particularly needed.

THE SUPERINTENDENTS of local school districts take on an expanded role of leadership in making the elimination and prevention of sex bias and discrimination in Michigan education a priority focus of activity for at least the next two years.

THE TEACHER UNIONS AND EDUCATOR PROFESSIONAL ASSOCIATIONS of the state establish the elimination and prevention of sex bias and discrimination a focus of activity for at least the next two years. More information on these issues in educator journals and newsletters is particularly needed.

BOTH THE PRINT AND ELECTRONIC MEDIA re-evaluate their role in eliminating sex bias and discrimination. Media professional associations are urged to establish the elimination of barriers to full educational opportunities as a priority issue for their organizational activities over at least the next two years.

THE DEPARTMENT OF EDUCATION assist local districts in compiling enrollment figures by sex and race at regular intervals for all curricula and extra-curricular areas where classes or programs are provided as electives and for students with special needs (ie. the academically talented, the emotionally impaired) Periodic reports on enrollment are needed to measure progress and identify problem areas.

THE PLAN OF ACTION

One thing Michigan doesn't lack for in the area of sex equity is a plan of action. There have been a number of excellent studies; the work of educators and citizens who have set down specific suggestions for what needs to be done. These reports are listed on page 49.

In March of 1980 PEER and the Michigan Association of School Administrators targeted five particular areas for schools to work on:

1. Provision of written information to students, parents, and educators on the forms of sex discrimination, bias and stereotyping prohibited by federal law.

2. Increased availability of career guidance at all levels, providing opportunities for students to learn about the world of work in realistic terms, and with a view to expanding options for girls and boys beyond traditional job stereotypes.

3. Inservice training designed to eliminate sexism and racism in curricula, policies and programs. (All state Professional Development Entitlement Funds must incorporate this goal.)

4. Updating the Title IX self-evaluation that was required to be completed in July 1976, involving representatives of staff, students and parents, and undertaking necessary modification of programs and remedial steps as required.

5. Use of non-biased materials and services available from several sources: the state's Office for Sex Equity in Education and the Office of Occupational Opportunity, Vocational Resources Center at MSU, the Training Institute for Desegregated Education and the PEER Sex Equity Clearinghouse.

The following list of key studies and highlights of the recommendations of the two most recent reports will aid further in charting our course for the Eighties. (All are available from the Office for Sex Equity in Education, Michigan Department of Education.)

1. Guidelines for Eliminating and Preventing Sex Discrimination, 1976. This should be the handbook for those of us who are working for sex equity in Michigan. It details specific actions which should be undertaken by educators in local school districts and at the college level by the Department of Education.

2. Sex-role Stereotyping in Vocational Education: Report on the Perceptions of Michigan Educators, 1978.
This study includes specific recommendations for the Vocational Technical Education Service of the Michigan Department of Education.

3. Report of the Task Force on Interscholastic Athletics, 1979.
This report contains 47 recommendations covering areas of governance, finance, personnel practices and programming. It has not yet been brought before the Board of Education for approval.

4. The Report on a Review of Michigan School District Compliance with Title IX, 1979.
These recommendations were approved in December of 1979 and chart the course for us for the 80's. The needs addressed in the recommendations are listed here in an abbreviated version:

Title IX compliance models should be developed for use by local school districts. (Jackson Public Schools is already on its way to being such a model.)

Inservice for local school districts should be provided so that educators are able to recognize sex discriminating policies and practices and to identify strategies for eliminating and preventing such discrimination.

On-site consultation services should be provided for local school districts to assist them in developing their own plans of action.

Publicize the status of noncompliance and encourage local school districts to reassess their level of Title IX compliance. (PEER generated a press campaign on the compliance review survey and the Michigan Association of School Administrators informed its members.)

Professional associations should address the issue of sex equity in the schools and make support for Title IX compliance one of their priority activities.

Review Title IX compliance in athletics. It was recommended that the Michigan Department of Education conduct a thorough study.

Indices and measures for assessing sex equity in a school district are needed. These measures should include sex bias as well as legal requirements. (The Office for Sex Equity in Education has developed such a model and used it as part of their On Site Visitation (OSV) for several school districts.)

5. Superintendent's Sex Equity Study Group Report of Recommendations, 1980.
This report is to be approved by the State Board of Education this winter. It is the result of a three-phased program involving individuals representing local school districts, professional associations, citizens groups, post-secondary education and government agencies. Key recommendations call for:

Update policies statement of the Department of Education in regard to sex equity assurances and develop a Task Force to see that MDE obligations are met.

Teacher certification requirements to include training in bias, stereotyping and discrimination on the basis of sex, race and handicap.

Increased administrative training for women educators in fiscal management, research and negotiations by professional associations, colleges of education and school districts.

Regular reports on the status of women in educational administration to the State Board of Education.

Greater efforts in athletics to improve the number of sports available to women, the seasonal appropriateness and number of sports for women, and the participation of women in sports across the state by the Michigan High School Athletic Association in cooperation with the Department of Education.

Inservice training for Michigan Department of Education staff on sex equity issues related to their areas of responsibility.

Request for proposals generated by the Department of Education to include a weighted objective which addresses sex equity in the development of the program or project.

Professional development inservice programs funded through state funds to meet sex equity guidelines.

Increased monitoring for compliance to be linked with current assurances of race and sex equity required for local funding.

SEX EQUITY LAWS

FEDERAL LAWS

Title IX of the Education Amendments of 1972 -- Title IX makes it illegal for schools which receive Federal funds to discriminate on the basis of sex in the treatment of students: admission and recruitment, educational programs and activities, housing and facilities, courses, counseling, financial assistance, health and insurance benefits and services, marital or parental status, and athletics. It requires each institution to:

- ►evaluate its policies and practices and keep results on file;
- ►file an assurance of compliance statement with every application for federal financial assistance;
- ►designate an employee (the Title IX coordinator) to coordinate compliance efforts and tell students and employees how to contact him or her;
- ►adopt and publish a grievance procedure;
- ►notify students, employees, and others of the non-discrimination policy.

Title II of the Education Amendments of 1976 -- Title II applies to state and local vocational education programs which receive federal vocational education monies. Under Title II Dr. Sara Lincoln has been appointed the Sex Equity Coordinator for Vocational Education in Michigan with the responsibility for eliminating sex discrimination and sex stereotyping. The law requires that:

- ►state and local advisory councils include representatives who are knowledgeable about sex discrimination;
- ►the state's annual plan and five-year plan include policies to eradicate sex discrimination;
- ►the State Board evaluation include the results of services to women;
- ►the state expend $50,000 for full-time sex equity personnel and additional funds for programs for displaced homemakers.

Title VI of the Civil Rights Act of 1964 -- Title VI makes is illegal for schools which receive Federal funds to discriminate on the basis of race or national origin in the admission or treatment of students. Under this law, students may not be denied admission to schools or courses or treated differently in course or class assignments, disciplinary measures, counseling practices, extracurricular activities, honors, or awards on the basis of race or national origin.

Title VII of the Civil Rights Act -- Title VII makes it illegal for employers with fifteen or more employees to discriminate on the basis of race, national origin, or sex in most employment practices. Members of minority groups or women cannot be treated differently than others in job recruitment, hiring, promotion, wages, or fringe benefits. Under Title VII it is illegal for employers to ask female applicants questions about their marital status when interviewing them for employment, to pay female workers less than they pay male workers for equal or comparable work, or to deny female employees opportunities for promotion.

Section 504 of the Rehabilitation Act of 1973 makes it illegal for schools and employers receiving Federal funds to discriminate on the basis of handicap in the admission or treatment of students, or in most employment practices. Schools must be set up in such a way as to allow handicapped students to participate with other students in schools, classes, or activities from which they can benefit.

MICHIGAN LAWS

Public Act 116 prohibits discrimination in obtaining public accommodations because of sex.

Public Act 267 prohibits discrimination in employment because of sex.

Public Act 138 of 1972 amended the Michigan School Code to permit girls to participate in all noncontact interscholastic athletic activities and provided, further, that selection of competing teams can be solely based on athletic ability.

Public Act 353 of 1974 directed the Department of Education to "develop guidelines for expanding the existing school curriculum to include materials on the culture of ethnic, religious, racial minority peoples and contributions of women, as defined by the department of education."

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